1:
- Name the challenge
- See identities as socially constructed
- Create anonymous critical incidents
- Create safe spaces so everyone is in their learning edge
- Examine power differentials in the room
- Create a variety of safe space - large group, small groups, dyads, individuals
- Written work, pictures, multi-media, theatre - beyond spoken word and dialogue
- Modeling risk taking
- Give students variety of responsibilities and leadership
- Structured reflective questions (What is missing?)

2:
- Creating space for engaged dialogue/active listening/etc.
- Setting expectations at intentional speaking/respect/responsibility
- Setting ground rules
  - Popcorn method - person who responds selects next
- Professors need raining in facilitating dialogue
- Integrate learning to future work, etc.

3:
- Draft syllabus
- Co-construction of learning
- Addressing social justice issue explicitly even when not the focus
- Integrative learning/portfolios
- Including empowering activities that challenge power structures
- Co-learning vs. Teacher as expert
- Be explicit about the approach we are taking (re: shared power)

4:
- Open dialogue
- Safe spaces
- Make conversations about identity and historical inequality linked to material being taught
- Training for faculty in intergroup dialogue
- Being able to challenge and interrupt power structures

5:
- Time to set a foundation
- Set guidelines for interaction
- Speaking as an individual instead of a group identity
- Structuring of interaction
- Modeling appropriate interaction
- Include in assessment/use case study
- Diverse readings
- Defining diversity
- Conversation of safe space